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ABSTRACT

These instructional objectives, written by Thomas Gripp and Anna Marie Thames have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. For other objectives in related courses see: ED 033 693 (English [subject A]); ED 033 694 (English Composition); ED 049 747 (English Composition); and ED 049 749 (Grammar and Composition). (MB)

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ED 067075

Instructional Objectives for a Junior College Course in Freshman English

English 1A
Instructors: Thomas Gripp and Anna Marie Thames
Golden West College
Huntington Beach, California

JC 720 207

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Leslie Purdy, Compiler
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COURSE DESCRIPTION

COURSE NUMBER: English 1A, Freshman English

PREREQUISITE: Satisfactory score on English Placement or C or better on English A and B

CREDIT: Three units applicable to Associate in Arts degree, transferable

DESCRIPTION: The student will understand and be able to write essays in various forms and documented research papers which will have practical application in other courses taken during his college career.

CURRICULA PLACEMENT: Required of all students who intend to complete a four year college program.

TIME ASSIGNMENT: Three hours per week

COMPARABLE OR EQUIVALENT COURSES:

Institution	Course
California State College, Long Beach	English 101
California State College, Fullerton	English 1
U.C.L.A.	English 1

INSTRUCTORS: Thomas H. Gripp
Anna Marie Thames

PREFACE

This junior college has philosophy and objectives that are committed to offer the student:

1. General education for personal enrichment and cultural development.
2. A program of guidance and orientation.
3. Two-year curricula equivalent to the freshman and sophomore years at a university or college.
4. Curricula in preparation for immediate employment.

The purpose of this course is to develop your skills in reading and writing English at or beyond minimum standards designated in this program of instruction.

BASIC ASSUMPTIONS ABOUT THE 1A STUDENT

Upon entering 1A, he should be able to write papers which are free of gross illiteracies such as errors in:

1. spelling
2. sentence structure: comma splice, fragments or run-on sentences
3. agreement of subject and verb
4. use of pronoun reference
5. punctuation and mechanics
6. use of modifiers: misplaced or dangling modifiers
7. coordination and subordination

I. After completing the course, he should be able to demonstrate through short essays of 250-500 words written in as well as out of class, ability in each of the following categories:

   A. Control of an essay with a stated or implied thesis statement which is established after a careful consideration of pertinent ideas on the subject.

   B. Logical and adequate development of ideas which support this point of view or thesis.

   C. Effective presentation of a conclusion which arises logically from the evidence presented.

II. All students completing English 1A will have demonstrated ability, in essays of 250-500 words on topics chosen for their relevance to other courses, to select and employ the following methods of development:

   A. Definition

   B. Illustration

   C. Comparison/Contrast

   D. Argument/Persuasion

   E. Analysis

III. The student should be able to demonstrate through a researched paper of at least 1500 words, an ability to investigate a topic through usual channels of research: library indices, evaluation of sources, footnoting and bibliography.

RATIONALE FOR BEHAVIORAL OBJECTIVES IN ENGLISH 1A

This program has been prepared in the belief that if the student knows specifically what the goals of the course are and the specific objectives necessary to reach them; i.e., what will be expected of him and the specific tasks he must perform in order to reach these expectations, he will be better equipped to meet the requirements of the course than he could without an objective-oriented program of instruction. The presentation of each area of instruction is programmed so that the performance of each task is dependent upon the knowledge gained in previous areas.

The instructor may choose to assign only those objectives which may seem most relevant to his particular class in achieving the goals of each of the areas of instruction.

THE PRESENTATION

I. The Form and The Objectives - Lectures and written behavioral objectives are introduced to clarify the requirements of a particular area of instruction

II. The Illustration - Written materials (essays, stories, etc.) are used to illustrate the form of an essay appropriate to each area of instruction.

III. The Preparation - Written materials (essays, stories, etc.) and discussion are used to provoke critical thinking which will lead to the writing of an original piece.

IV. The Production - The student produces an essay which is a measurement of his behavioral change in writing skill.

V. The Evaluation - The student theme is evaluated by the instructor according to standards delineated under "Theme Correction and Grading".

VI. The Revision - The original grade on the student's theme is <u>not</u> recorded until his paper has been revised with the original problems in mechanics and logic resolved with 100% accuracy.

OVERALL GOALS

I. The student will be oriented toward the development of skills of effective learning.

A. He will be responsive to new ideas.

1. He will be expected to participate objectively in the class discussion of these ideas.

2. He will be expected to present his own viewpoints on a given subject and to establish their validity by offering concrete evidence.

B. He will be encouraged to evaluate the instructor's choice of material for study in relation to the objectives of the course.

II. The student will be expected to express himself clearly and effectively in written communication.

A. He will be expected to write informative essays of 250-500 words.

1. The Essay, containing a discernible introduction and conclusion should clearly explain a point of view.

2. The Paragraphs should contain specific logical support for that thesis; i.e., the broadest generalization in the paper to which all other statements in the essay give support.

B. He will be expected to express his ideas clearly and free of gross errors; e.g., sentence fragments, comma splices, tense shifts, faulty pronoun reference and unidiomatic expressions.

C. He will be expected to utilize library resources effectively.

1. He should be able to research a given topic through periodical indices, card catalogues and various kinds of bibliographies.

2. He should then be able to gather, sort through and organize relevant material to formulate and support the content of a research paper.

III. The student will be expected to develop an analytical and critical approach to reading which he will apply in appraising his own writing.

A. He will be expected to improve his command of the language through careful attention to vocabulary in the essays he reads as well as those he writes.

B. He will be expected to become sensitive to words: levels of diction semantics, abstract and concrete, denotation and connotation, words.

C. He will be expected to gain experience in discussior of various aspects of the readirgs in an intelligent and constructive manner; i.e., theme, tone, and other elements of style.

IV. The student will become aware of major ideas and problems prevalent in our society today, especially in discussions of the various essays.

V. The student will begin to build a broader frame of reference, as a result of the thought-provoking essays he will be required to write, from which to view his own experience and the society in which he lives.

POLICIES AND PROCEDURES

I. Style Guide for papers written outside of class

A. All assignments must be typewritten.

B. Double space and write on one side of the paper.

C. Allow adequate margins of one inch on each side, top and bottom of the paper.

D. Indent the first word of each paragraph five spaces. (one-half inch)

E. On the first page of an assignment, in the right hand corner, write:

your last name, your first name
name of assignment - assignment number
instructor's name
the date due

F. Number your pages, beginning with page 2 in the upper right hand corner.

G. STAPLE the pages at the upper left hand corner if there are two or more pages to your assignment.

SPECIFIC: Assignments that do not conform 100 per-cent to the rules will be returned ungraded. Do not use folders except for the research papers.

II. Grading - The breakdown for the course will be: class essays, 45% of the total grade; term papers, 35% (11-24%); mid-term examination, 10%; final examination, 10%.

A. Two F's will be recorded for any work which is not turned in.

B. No work can be made up in class without an excused absence.

C. No grades will be recorded on themes until revisions are approved.

D. Students are responsible for all assignments given, even if they are absent from class on the day they are given.

E. No + or - grades will be entered or recorded for this course.

III. Papers

A. The following schedule will apply to all papers (including research papers): Grades on late papers will be lowered at the rate of one letter grade per day.

B. The only exceptions to this policy will be those who see the instructor in advance of the due date with a legitimate excuse.

C. All essays, with the exception of the research papers, will be reviewed with the mistakes corrected before the grade credit is recorded.

IV. PLAGIARISM

A plagiarized paper contains two or more lines copied directly from a source (books, magazines, etc.) without naming that source. A grade of "F" will be assigned to any such paper.

THE EVALUATION OF ESSAYS

The evaluation scheme attached is not new in the sense of the standards applied to the themes, which are those normally applied to freshman compositions, but it is a new approach to the extent that it attempts to quantitatively measure each and every component of the essay in an effort to give a more clearly-understood evaluation than has heretofore been possible using only the A,B,C, scale. The scale is arranged on a number basis, in which the lower the number of points accrued, the better the evaluation. The scale is set up in this manner in an effort to enable the student to start with a perfect score, so that instead of striving for a tenous goal of perfection, which is difficult to define, he is given the task of defending a potentially error-free paper by focussing attention on avoidance of precise errors or misuse of accepted techniques of writing. Thus, the emphasis in freshman writing can shift from attention to the number of words on the page, for example, to acceptable standards of expressing any ideas, however few there may be.

The student benefits from this kind of evaluation in two ways. First, he is furnished with a self-explanatory list of the errors he will subsequently try to avoid, and second, he will be made aware in precise measure of the progress of his work.

I. Content: Is the conception clear, accurate, and complete?

II. Organization: Is the method of presentation clear, effective and interesting?

A. Is the central idea of the essay stated clearly?

B. Are all paragraphs related to the thesis?

C. Are the individual paragraphs sufficiently developed with relevant and specific details?

D. Is there a clear beginning, middle and end?

E. Are the transitions accurate and appropriate?

F. Are the ideas developed in logical order?

1. Are the paragraphs placed in natural and logical sequence within the whole?

2. Are the sentences placed in natural and logical sequence within the paragraphs?

III. Style and Mechanics: Does the essay observe standards of style and mechanics?

A. Are the sentences clear and grammatically correct?

B. Is the vocabulary (diction) accurate and varied?

C. Is the paper free of redundancies?

D. Is the spelling correct?

E. Is conventional punctuation and form followed?

F. Are there other basic mechanical errors; e.g., faulty pronoun reference, dangling or misplaced modifiers, faulty parallelism and unnecessary shifts.

EVALUATION SHEET

		Above Average	Acceptable	Unacceptable
		1	2	3
CONTENT				
1. Achievement of objective	Superior			
2. Style & tone	Consistent and appropriate			
3. Treatment of subject	Interesting			
4. Knowledge of subject matter & assignment	Clear and obvious			
ORGANIZATION:				
5. Thesis statement	Clear and strong			
6. Paragraphs related to the thesis	All are related			
7. Paragraphs sufficiently developed with relevant and specific details	All are developed			
8. Overall structure	Clear beginning, middle & end			
9. Transitions	Accurate and appropriate			
10. Logic	All ideas expressed logically			
GRAMMAR:				
11. Sentence structure	Clear and grammatically correct			
12. Diction	Accurate and varied			
13. Redundancies	None			
14. Spelling	No errors			
15. Punctuation and form	No errors			
16. Other basic mechanical errors	None			

GROSS ERROR PENALTIES
Sent. Frag. = + 8
Comma Fault (Splice) = + 8

Total point assessment: _____

Grade: _____

SCALE EQUIVALENCIES

0 - 8 = A
9 - 16 = B
17 - 24 = C
25 - 32 = D
33 - 48 = F

DIAGNOSTIC

RATIONALE: Once the student has written an essay and received a specifically outlined analysis of its merits, he will be better able to determine the nature of his basic weaknesses in writing.

GOAL I: The student will write an essay on a given topic which will be evaluated according to the standards of good writing outlined in the "Evaluation Chart".

OBJECTIVE: Given the topic, "Why do students revolt," the student will either: (a) Support or criticize the point of view presented in "Why Students Revolt," or (b) Relate his own experiences in an effort to explain his position regarding the question.

GOAL II: The student will be able to determine the nature of his basic weaknesses in sentence construction through an exercise based on typical errors made by college freshmen.

OBJECTIVE: Given a list of 14 sentences, the student will rewrite each of them to correct errors in grammar in clarity. (self-evaluative)

AREA OF INSTRUCTION I

THEME CORRECTION -- REVISION

RATIONALE: A major objective of freshman composition is to help the student understand and develop techniques to improve his own writing. When he leaves this course, the student should have as a continuing goal the improvement of his own writing.

RATIONALE FOR GOAL I

When the student understands the meaning of the corrective symbols on his papers, as well as the method the instructor uses in arriving at an evaluation, he will be able to revise his own work to meet acceptable standards.

GOAL I: The student will demonstrate that he understands the basis for correction and evaluation of his themes in class discussion, quizzes, and revision of his own written work.

OBJECTIVE I: Revise each and every theme you write, after it has been returned to you, according to the suggestions and corrections indicated by the instructor. The themes will not receive revision approval (grade recorded) until each and every correction suggestion is made.

OBJECTIVE II: You will receive a grade on the first theme you write for your ability to follow instructions in revising it. No grade will be given for the theme itself other than for the quality of the revision.

OBJECTIVE III: At some time during the semester, you will be required to evaluate carefully a paper written by a fellow student. You will be given a grade for this evaluation.

GOAL II: The student should be able to use resources to revise and improve his own writing.

OBJECTIVE: Use at least two sources to revise your themes from a choice of dictionaries, usage handbooks, or encyclopedias if necessary.

THEME CORRECTION -- STYLE

RATIONALE: An awareness of the elements of "style" both in the essays read and in the student's own writing will enable him to improve his own writing.

GOAL I: The student will recognize effective diction and use it in his own writing.

OBJECTIVE: Given the use of any reference materials, write, outside of class, at least one series each of words ranging from concrete to abstract, general to specific, and formal to informal (minimum five items each). You will be asked to contribute examples from these lists during class time.

GOAL II: The student should understand the other basic components of an author's style.

OBJECTIVE: Write out definitions for, and give examples of, each of a series of rhetorical devices and figures of speech assigned by the instructor.

(refer to list in Baker, p. 320)

AREA OF INSTRUCTION II: PARAGRAPH DEVELOPMENT

RATIONALE: Once the student understands the need for organizing and developing a paragraph around a topic sentence, he will be able to write more effectively.

GOAL I: The student will demonstrate, in at least three paragraphs, his ability to develop and support a topic sentence to a minimum length of 150 words.

OBJECTIVE I: Without reference materials, write this essay in class, during the 50-minute period.

OBJECTIVE II: Unless otherwise specified, choose your means of support for the topic sentence; e.g., examples, illustrations, etc.

GOAL II: The student will be able to recognize and write topic sentences which can be developed into paragraphs of 100-200 words.

OBJECTIVE: Given a particular subject, write a topic sentence for a single paragraph of 150-250 words. Write after the topic sentence two or three questions which might occur to the reader of the topic sentence. Write the paragraph, beginning with the topic sentence to be developed by the detailed information relevant to answering the questions. (Time - 30 minutes in class)

GOAL III: The student will learn to recognize skillful use of example (pertinence and vividness) in the writings of others and will himself use in his writings and classroom recitations concrete examples rather than specious generalizations to illustrate a point.

OBJECTIVE: Gather information in the library in order to write one well-developed paragraph (by example) on one of the following topics:

1. A noted scientist, artist, architect, writer, physician, educator, or public leader. Write a paragraph to illustrate that the person believed strongly in some idea or principle. Present several pieces of evidence to prove your point. Include some quotations among the evidence.
2. The reactions of some foreign visitor to something about us or our country -- what he liked or disliked.
3. A public building or some locality. (If the student works spatially, he should work in an orderly fashion, i.e., from front to rear or left to right, etc.)

GOAL IV: The student will be able to develop paragraphs by:

1. specific detail
2. extended example
3. definition
4. comparison or contrast
5. cause and effect

OBJECTIVE I: The instructor will distribute to the students eight paragraphs. Out of class identify the type of development used in each paragraph by choosing one of the methods listed above and writing it in blank space following each paragraph with 100% accuracy.

OBJECTIVE II: The instructor will distribute a list of ten topic sentences which could be developed into paragraphs of 150-250 words by the methods listed above. Out of class determine which of the methods of development could be used most logically for the development of each topic sentence. He will place this method

in the blank space after the label Best Method of Development. If the student finds a sentence that could be logically developed by an alternate method, he will place this method in the blank space after the label Alternate Method of Development. The student should have no more than three errors in his choice of Best Method of Development.

PARAGRAPH DEVELOPMENT -- RHETORICAL GOALS

GOAL: He shall recognize overall purpose of the paragraph within the structure of the larger essay.

A. Introduction

B. Transition

C. Development

D. Conclusion

OBJECTIVE: For any given essay, during a class discussion, be prepared to accurately identify the specific purpose of a given paragraph in relation to the total essay, in addition to the type of development and movement used. The paragraphs selected shall be taken from the following types: introductory, transitional, developmental, conclusive, and summary.

AREA OF INSTRUCTION III: THE BASIC THEME

RATIONALE: Rationale for teaching the methods of exposition: It is observable that one of the principal differences between a theme written by a college freshman and one which meets professional standards is that the professional knows "how to say it." Even though no one uses any of the six methods of exposition in a pure form, every writer needs to know the choices in approaching a subject so that he may use the more appropriate ones for what he has to say.

GOAL I: The student will understand and be able to apply the organizational principles of basic composition.

GOAL II: The student will demonstrate his ability to develop and control a thesis statement in basic themes of three paragraphs both in class, within the 50-minute period, and outside of class.

OBJECTIVE: Given a topic based on assigned reading, limit its scope and generate supporting relevant details for your thesis in an essay of 250-500 words.

GOAL III: The student will be able to recognize specific elements of style in writing and analyze them for their effectiveness.

OBJECTIVE: Write a paper of not more than 500 words, according to specific instructions, on an analysis of style of the essay assigned as reading for this objective.

THE BASIC THEME -- CREATIVITY

RATIONALE: Creativity produces people who are realizing their own potential and are valuable to society. Every student has a potential for this kind of creativity which, once developed, will improve his writing. A superior student essay will reflect some degree of creativity.

DEFINITION: (1) Creativity involves the student's ability to relate material of the course to his own life; (2) it involves the ability to see connections between apparently dissimilar ideas; (3) its end product is art with craftsmanship; (4) it involves the skill of synthesis -- combining parts to make a new whole; (5) it is production and assembly, not dissection and reproduction.

OBJECTIVE I: Given a political cartoon, write three different captions for it. (The student should be aware of the range of possibilities open to him in any experience.)

OBJECTIVE II: Given a list of five dead metaphors, revive each of them through addition of some comment relevant to your own experience.

OBJECTIVE III: Given two apparently unrelated ideas, write a paragraph relating them in a manner of your own choosing.

OBJECTIVE IV: Given two ideas, write an essay combining them and adding details from your own experience (250-500 words).

DEFINITION

RATIONALE: Because mutual understanding of words and concepts is necessary to any kind of communication, the student must endeavor to understand and use the various kinds of definition which will help make his writing clear to the reader.

GOAL: The student will understand the various methods of defining words as well as basic concepts of definition.

OBJECTIVE I: Given a topic arising out of a previous class discussion, demonstrate, in an essay of 250-500 words, your ability to focus your attention on a particular writing purpose, which is, in this case, definition.

OBJECTIVE II: Given a list of words to be defined, write, outside of class, definitions including the genus and differential for each term chosen.

ADDITIONAL ASSIGNMENTS FOR THE AREA OF DEFINITION (OPTIONAL)

RATIONALE: Knowing and using the dictionary is an aid in reading, writing, and speaking.

GOAL: The student will learn to take full advantage of the resources of the dictionary.

OBJECTIVE I: Using a standard abridged dictionary, write a history of three words chosen in class by the instructor by interpreting all symbols used in the etymology of the words and by expanding all abbreviations into complete words. No more than one error in any one of the word histories will be accepted.

OBJECTIVE II: Given five sentences, indicate the usage level (colloquial, slang, etc.) ascribed by the dictionary to each underlined word in its sentence context.

OBJECTIVE III: Using the Oxford English Dictionary, choose a word of interest to you and construct a paragraph in which you identify the earliest recorded use of the word, define it in its earliest sense and indicate the changes in the use and meaning of the work in succeeding years.

AREA OF INSTRUCTION V

COMPARISON/CONTRAST

RATIONALE: The student can often best explain the importance, significance, or logical interrelationship of objects, processes or persons by comparing or contrasting them with other objects, processes or persons.

GOAL The student will understand and be able to apply the organizational principles of the rhetorical mode of comparison/contrast.

OBJECTIVE I: Given a series of viewpoints on the subject of class discussion, choose one and compare and contrast your own view with it in an essay of not less than 250 words written in the classroom within a 50-minute period.

OBJECTIVE II: Given two short stories to compare, establish at least one significant basis of comparison and discuss it in a paper of not more than 500 words.

AREA OF INSTRUCTION VI

CASEBOOK RESEARCH

TEXT: Either A Casebook on Shakespeare's Sonnets or A Casebook on Dylan Thomas or Whitman the Poet: Materials for Study

RATIONALE: The casebook research paper is an exercise in which the student should learn respect for accuracy and an awareness of the difference between what he has acquired through reading and what he has contributed himself in the form of fact, opinion or synthesis. This first research paper will be a comparison/contrast study of two poems by an author in which the student will be defining general characteristics of each poem through the comparison/contrast method of analysis.

GOAL I: The student will learn to classify and organize a given amount of material on a research topic in a relevant and informative manner.

GOAL II: The student will learn to sustain a given thesis for at least 1500 words through more extensive analysis than previously required.

OBJECTIVE: Given a list of suggested poems, choose two and compare and contrast them in a documented research paper of 1500 words written within approximately eight class meetings.

AREA OF INSTRUCTION VII

THE TECHNICAL REPORT

RATIONALE: Because this is a technological society, any person who wishes to maintain a position in its industry must be able to communicate and relate technical facts in a precise and informative manner. The student needs to be able to take a subject that is unwieldy for some reason, such as its size, complexity, generality or elusiveness, and take it apart in a thoughtful, systematic way so that the parts are clearly visible and their relationships are clear. In addition, the student is often expected in other courses to write analyses or explain processes where particular attention must be focused on the problems of accuracy in space or time order.

GOAL: The student will understand and be able to apply the principles particular to technical writing as they relate to analysis and process.

OBJECTIVE: Given a series of systems to analyze or processes to explain, select one and analyze or explain it with accuracy and clarity sufficient to make it understandable to the average reader in an essay of at least 250 words.

AREA OF INSTRUCTION VIII

ARGUMENT/PERSUASION

RATIONALE: The student is often required to offer evidence and logic in some written form which will lead to the changing of another person's belief or opinion.

GOAL: The student will understand and be able to apply the principles of argument/persuasion as they apply to writing.

OBJECTIVE: Given a series of topics, write, during the class meeting following the discussion, an essay of not less than 250 words in which you present evidence to support your argument according to logical principles of correct reasoning.

AREA OF INSTRUCTION IX

THE LIBRARY RESEARCH PAPER

RATIONALE: Because the progress of our society is to a great extent dependent upon research; i.e., the "looking again" and bringing together of present information in a new and useful form, this area of instruction is perhaps the most important aspect of study in English 1A. The immediate value to the student of this exercise in research lies in his increased ability to write successful research papers in his other courses.

GOAL I: The student will become familiar with the principles and practices of research and be able to evaluate the materials he encounters in this work.

GOAL II: The student will demonstrate his proficiency in following prescribed methods of documentation and research in a paper of 1000-1500 words.

REQUIREMENTS OF THE RESEARCH PAPER

1. Grades on the research papers constitute approximately 35% of the course grade. The first paper is valued at 11% and the second at 24%.
2. The submission of a plagiarized research paper, or one which was not written by the student submitting it, will not be accepted.
3. Any paper which is submitted without the periodic checks concerning bibliography cards, outlines, and introductions, during the preparation of the paper, will not be accepted.
4. The paper must be 4-5 pages in length (minimum requirement), not including title page, outline or bibliography pages.
5. The paper must be typewritten and double-spaced. Direct quotations which are longer than three lines should be indented and single-spaced. Footnotes should be single-spaced, and they may be placed on a separate sheet. Typographical errors are considered spelling errors for grading purposes; minor errors should be corrected with a pen and major errors should be retyped.
6. Determine where footnotes are appropriate as follows:
   a. all direct quotations should be footnoted, and
   b. all information derived from a bibliographical source, which is paraphrased, must be footnoted.
7. The required (minimum) 5 bibliographical references must be alphabetized by author (by title if unsigned), not numbered, and may include both periodicals and books.
8. The final paper must include, in the following order:
   a. a title page,
   b. an outline which includes, at the beginning, the final thesis

statement of the paper,

c. the text of the paper, and

d. a bibliography of at least 5 references.

9. The paper must be fastened in a folder, with your name on the outside of it.

10. Grades on late papers will be lowered at the rate of one letter grade per day.

AREA OF INSTRUCTION X

EVALUATION

RATIONALE: The student is often called upon to make assessments and derive value judgments from them in written form regarding people, beliefs, institutions or processes where accuracy and objectivity are the factors of greatest importance.

GOAL: The student will understand and be able to apply the principles particular to systematic evaluation as they apply to written form.

OBJECTIVE: Given a particular program, procedure or process, write an essay outside of class of not less than 250 words wherein you maintain consistent accuracy and objectivity.

AREA OF INSTRUCTION X

SATIRE

RATIONALE: The student can frequently best focus a reader's attention on an otherwise uninteresting subject by maintaining a consistent tone of satire while writing about it.

GOAL: The student will understand and be able to apply the particular principles of satire as they apply to essay writing.

OBJECTIVE: Given a series of names of well-known people, beliefs or institutions, write an essay of not less than 250 words, outside of class, wherein you maintain the tone of satire throughout.